

Education NT - A strong public education system gives every child an opportunity to engage, grow and achieve

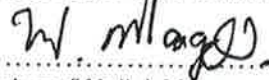
Our Priorities for 2018

(insert two of the department's school priorities and up to two additional priorities as relevant to your context if required)

- **System Priority # 2 (Engage):** Increase the number of students attending more than 80% (applies to Preschool, Transition to Year 12).
- **System Priority # 4 (Grow):** Improve students two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition – Year 9).
- **School Priority:** Demonstrate growth for every student in mathematics, regardless of their starting point.
- **School Priority:** Develop assessment capable learners across all year levels.

ENDORSED/NOT ENDORSED

SCHOOL BOARD CHAIR



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Graham(Wally) Mauger

02 / 02 /2018

APPROVED/NOT APPROVED

REGIONAL DIRECTOR

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Bryan Hughes

/ /2018

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Achieving Our Priorities

Priorities	Deliverables	Evidence of Achievement	School Baseline 2018	School Target 2019	Actions	Person Responsible	Resources	Timeframe
1. Engage Priority 2 Increase the number of students attending more than 80% (applies to Preschool, Transition to Year 12)	An Individual Attendance Plans for each student below 80% attendance. Reduce the number of students with attendance below 80% by 50%.	SAMS attendance data	40 students (2017)	20 students	<ul style="list-style-type: none"> Case conference with family, teacher and Assistant Principal to develop an Individual Attendance Plan, including incentives if necessary, for all students below 80% attendance. Whole school reward system for attendance (over 95%). Revisit each term. Monitor late attendance rates and case manage those students. 	Assistant Principal/s Teachers	Incentives to support initiatives (\$700) 2 RT days to release staff for meetings (\$800)	End of Term 1, 2018 Terms 2,3 & 4
2. Grow Priority 4 Improve students two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition – Year 9)	Consistent pedagogical approach in all classes for writing. Writing goals for each student developed with students being able to describe their success criteria.	NAPLAN matched student writing data, Year 3 to 5 and Year 5 to 7	NAPLAN mean compared Aust. Mean 2016 Year 3 Writing: 40/421 Year 5 Writing: 461/475	To have closed gap between Durack and Aust. Mean in NAPLAN	<ul style="list-style-type: none"> Identify, research and implement a whole school writing program/approach. Professionally develop staff to implement new program. All teachers to develop with students a writing goal and revisit each term. Share writing goal and evidence with parents. 	Principal Assistant Principal/s Visible Learning Coalition Teachers	Whole school writing program (\$3,000) PD costs (\$1,200) 1 RT day per teacher (25 days = \$10,000)	Term 1 Term 2 Term 1 Term 3
3. School Priority Demonstrate growth for every student in mathematics regardless of their starting point	All students demonstrate at least a 0.4 effect size growth for 12 months Action Plans for student groups and some individuals.	PAT-M assessments and <i>Transition Numeracy Assessment</i>	2016 PAT-M Effect Size Yr 1-6 Maths 0.43 Quadrant data set	An Effect Size of greater than 0.55 measured in all areas assessed	<ul style="list-style-type: none"> Identify Early Years Numeracy Assessment, to provide information to track impact. Professional learning for each teacher to implement NZ Maths pedagogy across the school. (Returning staff and new staff models.) Professional Development Day (Peter Sullivan) 25 July 2018 Identify student/s below school expected level. Implement an Action Plan for individual students below expected school target. Develop school wide intervention groups to target student learning needs, in mathematics, as per Action Plan. Monitor student progress and Action Plan every term. Leadership data meetings twice per year with teachers. 	ST 1 & Assistant Principal PY (GradeXpert) Teachers Special Education Teacher and Principal Teachers Leadership Team & Teachers	NZ Maths resources (3 new class boxes - \$4,000) RT days x 42 (\$16,800) Peter Sullivan PD (\$3000) GradeXpert (\$4,000) IXL subscription Additional SESA hrs (intervention) (10 hrs per week x 36 wks = \$10,000) Inter. resources (\$1,000)	Term 1 Term 1 Term 1 Term 2 Each term Early Term 1 and 3

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Priorities	Deliverables	Evidence of Achievement	School Baseline 2018	School Target 2019	Actions	Person Responsible	Resources	Timeframe
4. School Priority Develop assessment capable learners across all year levels.	Students able to identify their own learning goals and track their own progress.	Student Perception Survey data Visible Learning Matrix "Our students can explain the assessments they take, where they are at and their next learning steps"	2017 Student Survey Responses Q13 78% Agree & Strongly Agree 2017 – existed in small pockets	Increase to 90% Agree & Strongly Agree 2018- common place and embedded	<ul style="list-style-type: none"> Professionally develop staff on data analysis and assessment, through Dylan Wiliam's PD package (3 yrs). Including how to analyze PAT data. Bump it up walls in each class, with modelled/exemplar samples for students to use to self-assess and plan goals. Inquiry Approach implemented into at least 1 learning area per term. Students set and monitor their learning goals in at least one learning area. Resources to support goal setting e.g. stickers, posters etc. 3 way conferences (student, parent and teacher), held late Term 1 or early Term 2, with a focus on: <ul style="list-style-type: none"> -data -learning goal and target -support required by (Parent & Teacher) 3 way conference Term 3 to review goal and reset, if required. 	Teachers Visible Learning coalition	Dylan Wiliam's PD 18 March 2018 (\$2,100) 10 days RT (\$4,000) Resources eg stickers, graphic design input, posters etc (\$5,000)	Term 1 Early Term 2 & Mid Term 3

Ongoing focus	Deliverables	Evidence of Achievement	School Baseline 2018	School Target 2019	Actions	Person Responsible	Resources	Timeframe
Development of a clear Mission and Vision by the whole school community.	New Mission and Vision created. Development 2019 – 2021 Strategic Plan with input from all stakeholders (staff, students, parents and partners)	Parent perception survey data ('I have opportunities to have a say in the direction of the school and its education programs.')	2017- 55% agree & strongly agree	2018 – 65% agree & strongly agree	<ul style="list-style-type: none"> Work through the School Continuous Improvement Cycle with Regional support and all stakeholders. Pupil Free Day April 2018 (Mission and Vision). Communication of Mission and Vision with all stakeholders. 	Leadership team School Board Chair	Regional support 1x Professional Learning Day	Term 4
Exceeding National Quality Framework (NQF) standards for Preschool	A QIP which is clear and achievable.	Self-review against NQF standards	Meeting the standards	Exceeding standard in all areas	<ul style="list-style-type: none"> Familiarize staff with updated NQF. Regular meetings working on Quality Improvement Plan (QIP) Preschool teachers to engage in professional learning in key areas 	Assistant Principal ECU Teacher in Charge (Preschool)	Professional learning (\$1,000) Relief teacher (\$1,600)	2018

**Durack School
Annual School Improvement Plan
2018**

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Ongoing focus	Deliverables	Evidence of Achievement	School Baseline 2018	School Target 2019	Actions	Person Responsible	Resources	Timeframe
Provide a safe, positive learning environment	Review Wellbeing Policy Consistent approach Behaviour tracked in SAMS	Student perception survey 2017 questions: Q 5: 'I feel safe at my school' Q 7: 'Student behavior is well managed at my school'	Student perception survey 2017: Q5:4.1 out of 5 Q7:3.3 out of 5	Student perception survey target Questions 5 & 7: 4.3	<ul style="list-style-type: none"> Review Wellbeing Policy Consistent approach Behaviour tracked in SAMS Visible resources around the school with expectations and the Durack way. Embed restorative practices across the school. 	Assistant Principal Wellbeing Principal	Resources and Professional Learning (\$2,000)	Semester 1, 2018
Catering for students with English as a Second Language/Background other than English.	Teachers are confident in teaching ESL students and meeting their needs.	ESL monitoring data Use of EALD in programming & planning evident	EALD monitoring data / curriculum support documents not used for programming by all teachers	ESL/EALD monitoring data/curriculum support documents used to benefit students and track progress of EALD learners	<ul style="list-style-type: none"> Provide Professional Learning around what differentiation looks like for our EALD learners. Professional Development for all teachers around monitoring students ESL levels in SAIS. Resources and Action Planning for ESL students. Purchase ESL resources (barrier games and teacher resources). 	Assistant Principal Teachers	ESL/EALD resources (\$500 – SESA hours and \$2,000 resources) 2 days RT (\$800)	Semester 1, 2018
Differentiation focus, on the learning of individual students and developing programs/strategies to meet their needs.	Students at risk access intervention support to close gap.	PAT M and/or R	Individual base line for individual students	0.8 Effect Size	<ul style="list-style-type: none"> Additional SESA support in classrooms. Professional Development Maximise the impact of SESA's in the classroom Action Planning for students Case management of students' not at expected level. Host Challenge Clubs (during/lunch times and after school) to extend students and provide opportunities to engage in learning tasks outside the traditional classroom). 	Special Education Teacher/ST1 Principal	Reading Eggs (\$2,000) Additional SESA hours to support differentiation in classrooms (\$30,000) Challenge Clubs (\$6,000)	Term 1 Throughout the year
Development of strong student leadership and voice within the school.	Students voice visible and heard in all school activities	Student Perception Survey Q 16: "There are opportunities for me to be a leader at my school"	Student Perception Survey 2017 Q16: 3.9 out of 5	Student Survey 2018 Q16: 4.3	<ul style="list-style-type: none"> Continue with School Captain and Vice-Captain to SLC. Hold school wide SLC/House Captain elections. Participate in Youth Leadership programs as offered (GRIP) and Young Leaders program. Focus on school improvement, not just fundraising. 	Principal SLC coordinator Sports coordinator (Palmerston City School Hub)	Professional Learning and resources Student entry into programs (\$2,800)	2018

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Ongoing focus	Deliverables	Evidence of Achievement	School Baseline 2018	School Target 2019	Actions	Person Responsible	Resources	Timeframe
<p>Skills for the Future - IPS</p> <p><i>This plan is about the whole student, their skills, their understanding of their place in the world and the technology and opportunities which they will need to take advantage of, to be prepared for whatever is their possible future.</i></p> <p><i>This will mean a large focus on teacher pedagogy and beliefs, to allow students to be the focus and give students the opportunity to become truly successful, lateral thinking, assessment capable learners, who are driving their own learning and have input into their future pathway.</i></p>	<p>Technologies</p>	<p>Increase student & teacher ICT capabilities.</p> <p>Student engagement and participation using technologies Up to date and effective digital technology resources</p>	<p>Nil ICT capabilities data Nil Student & staff perception survey Q Nil Resource audit</p>	<p>Increase ICT capabilities by 0.4 ES. Establish baseline staff & student confidence via survey. Resource audit compared Term 1 & 4.</p>	<p>Funds used to update and resource the school with digital technology devices and equipment.</p> <p>Employ a HALT Technologies Specialist (off class)</p> <ul style="list-style-type: none"> CPPT model to develop teacher capacity to teach digital technologies and ICT capabilities. Inquire Approach through modelling <p>Identified members of the Leadership Team to attend National Future Schools Conference (Melbourne, March).</p>	<p>Principal Assistant Principals ST1 -Technologies</p>	<p>\$25,000 technology resources</p> <p>GSB – LEAD HALT position.</p> <p>\$6 117 Conference costs and travel</p>	<p>Term 1, 2018</p>
	<p>Asia Literate School (Japan)</p>	<p>Increase in the numbers of students being graded A or B</p> <p>Students confident and curious in Japanese as indicated on perception survey</p>	<p>Student report grades S2, 2017: 0xA,22xB, 278xC, 15xD. Nil language questions in perception survey</p>	<p>Increase in A & B grades being obtained.</p> <p>Establish baseline student confidence via survey.</p>	<p>Employ specialist Japanese teachers to deliver classes across all year levels (T-6) (4 days per week).</p> <p>Durack representative group to visit Sister School (Kansai Academy in Japan).</p>	<p>Principal</p>	<p>\$30,000 Japanese teachers</p> <p>\$22,000 Leadership Team and key staff to visit Kansai.</p>	<p>2018</p>
	<p>Aquaculture / Aquaponics</p>	<p>Students to develop an understanding of global sustainability Partnerships with Taminmin, Fisheries, CDU, Palmerston City Council and others</p>	<p>Nil perception survey data question/s on sustainability or global partnership</p>	<p>Establish baseline in confidence & engagement with the concepts of Aquaculture/ Aquaponics</p>	<p>Implementation of the Aquaculture project with Taminmin College. Construction of the aquaculture system.</p> <p>Specialist Teacher position to provide curriculum through Design and Technology/Science.</p>	<p>Principal Aquaculture Teacher</p>	<p>\$10,000 building the system and maintenance of the system.</p> <p>GSB – non-contact teacher position 2018.</p>	<p>2018</p>
	<p>Re-brand and Marketing</p>	<p>Make initiatives visible across the whole school community, allowing the school to raise its profile, as well as public education.</p>	<p>Nil parent perception survey questions regarding initiatives.</p>	<p>Establish baseline parent perception date regarding initiatives. Visible signage and branding in school/ on web.</p>	<p>Development of logos, designs, badging and signage of school initiatives, shared understandings and our point of difference. Full functionality of website. Implementation of Skoolbag app.</p>	<p>Principal Business Manager</p>	<p>\$25,000</p>	<p>2018</p>
							<p>2017 IPS - \$11,117 2018 IPS - \$107,000 Total available = \$118,117</p>	

